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NATURAL READING

MANUAL OF INSTRUCTION

BALL

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MANUAL OF INSTRUCTION

(FOR TEACHERS)

PRESENTING A PERFECTLY NATURAL AND SYSTEMATIC METHOD OF TEACHING READING TO PRIMARY CHILDREN, WITHOUT THE USE OF DIACRITICAL MARKS, AND INCLUDING COMPLETE SETS OF PHONETIC PARTS, WORDS AND SENTENCES ARRANGED IN PROPER SEQUENCE FOR BOTH DEVELOPMENT AND DRILL

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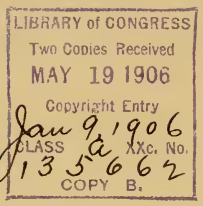

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PREFACE

The Natural Reading is a combination of the sentence, word, and phonetic methods. Beginning with short sentences, which keenly interest the child, through the vividness of their content, it leads first to the recognition of the separate words, then to the recognition of the phonetic parts of these words, through a natural order of analysis. No diacritical marks or other artificial devices are used in the teaching of the phonetic parts. Continuing, this method gives the child power to read new words containing a recombination of these phonetic parts.

Definite instructions for the carrying on of the work by the teacher are given in the manual. The accompanying primer is the first book to be read by the children. It contains only the application of the work, as this work develops consistently under the guidance of the manual, all mechanical drill being reserved for the blackboard.

The principles developed in this manual were worked out in the Oakland School Department before being put into final shape. In this connection the author begs leave to acknowledge her indebtedness to Professor T. L. Heaton, Department of Education, University of California, for much direction in the preparation of this manual; to Professor Elwood P. Cubberley, Department of Education, Stanford University, for the initial encouragement which led to the undertaking of this work; and to Professor Henry Suzzallo, Lecturer in Education, Teachers College, Columbia University, for valuable criticisms on the method and material here presented.

CONTENTS

PART I

PAGE

Preliminary Blackboard Work 1

PART II

Blackboard Work and Primer 19

PART III

Blackboard Work and Supplementary Reading 51

APPENDIX

Blackboard Work arranged for Cyr's Primer and First Reader 67

INTRODUCTION

The Natural Reading aims to teach the youngest children to read by the natural method used by both children and adults,—the method of recognizing the sound of new words by their form similarity to those they already know.

The children are therefore taught a variety of sight words in groups of sentences, so as to make the words learned a real expression of thought.

These sight words contain, with sufficient repetition, the important phonetic parts that the child requires for the recognition of the new words to be found in the first five months' reading.

All the phonetic parts, as found in the consonants, are taught at the outset by natural phonic analysis of the sight words, and not by any merely artificial device. All the more important phonetic parts, as found in the sound groups, are also taught at the very beginning. Later, less important sound groups are introduced from time to time, as the expanding reading vocabulary of the children demands.

The method of development and drill is perfectly simple. The teacher has only one line of work to teach at a given time.

The different lines of work follow in perfect sequence, complete sets of material being provided at every point.

The steps in teaching beginners to read are as follows:

First Step. Sentence reading from blackboard.

Second Step. Separating the sentences into words.

Third Step. Separating the words into their phonetic parts (consonant sounds).

Fourth Step. Separating the words into their phonetic parts (sound groups).

Fifth Step. Recombining the derived phonetic parts into new words.

Sixth Step. Drill words and drill sentences.

Seventh Step. Teaching new phonetic parts (additional sound groups).

The following manual in three parts provides for one year's work, as follows:

Part I. Preliminary Blackboard Work.	First
Part II. Blackboard Work and Primer.	half year.
Part III. Blackboard Work and Supplementary Reading.	Second half year.

Part I

PRELIMINARY BLACKBOARD WORK

FIRST HALF YEAR

Part I

DIRECTIONS

In teaching the Natural Reading, no material departure from the following plan should be made.

First Step. Sentence Reading from Blackboard

Prepare for these lessons by collecting the various objects mentioned in the reading sentences. If not able to get the toys, substitute pictures.

1. Take in your hand an object, for example, the top. Place upon the blackboard the sentence, *I have a top.*[1] Read the sentence to the children. Give the top to a child and let him read the sentence, while he places the pointer upon the blackboard sentence at the same time. Repeat with several children in turn.

Erase this sentence; take another object, the ball, and place upon the blackboard, *I have a ball.* Proceed as with the former sentence.

In this way teach in turn each sentence in the first group of the sight sentences on page 4, reviewing meanwhile all that have been presented. Have but one sentence at a time on the blackboard until each is learned. Then group the sentences in various ways and have them read, the child holding the object as he reads.

[1] The author prefers to use print only for these early blackboard reading lessons, but there is nothing in the arrangement of the book to prevent those teachers who wish from using script.

2. Place upon the blackboard the sentence, *I can run*, from the second group. Read it to the children. Let a child perform the action, and then read the sentence. Erase; write *I can jump*, and continue as with *I can run*. In this way complete the group of action sentences.

3. Each group of the sight sentences should be developed in a similar manner. Use colored crayon in teaching the color sentences.

NOTE. Action, object, and picture work should be utilized throughout the first year's instruction in reading, (1) to give the child the meaning of the reading, and (2) to give the teacher a means of testing whether or not the children have the meaning as they read. Especially can the illustrations in Primer and First Reader be used for these purposes. The teacher may even supplement the reading with other pictures.

Sight Sentences

I have a ball.
I have a top.
I have a box.
I have a doll.

I have a book.
I have a chair.
I have a cup.
I have a nut.

I can run.
I can jump.
I can play.
I can play with you.
I can catch a fish.

I can walk.
I can read.
I can sing.
I can sit in a chair.
I can make a cake.

I can catch you.

We have a horse.
We have a cow.
We have a dog.

We have a cat.
We have a kitten.
We have a hen.

We can make a cake.
We can play seesaw.
We can ride on the car.
I can read a book.
We can jump rope.
I can ride a horse.
I can catch a ball.
We can play ball.
We can play top.

Can you run?
Can you jump rope?
Can you jump?
Can you catch a fish?

I see a girl.
I see a violet.
I see the clock.
I see the sun.
I see a chair.
I see the nut.
I see the broom.
I see you.

I saw a ship.
I saw the moon.
I saw some ice.
I saw a kitten.
I saw papa.
We saw some cows.
I saw some ships.
I saw a nest.
I saw a bird.
I saw the car.
I saw a violet.
I saw a fish.
I saw the baby.
I saw you.
We saw some kittens.
We saw some violets.

A big dog.
A little baby.
A little fish.
A big cake.
A big cow.
A little kitten.
A big ship.
A big moon.
A big doll.
A little bird.
A little boy.
A little girl.

My kitten is little.
We have a little baby.
I see a big doll.
We have a big tree.
I am big.
My dog is big.
I saw a little fish.
I have a little box.
See the big clock.
Baby is little.

A green tree.
The red box.
My red book.
A green top.

A yellow bird.
The pink ball.
The white cat.
A black horse.

A black dog.
A white ship.
The black kitten.
The white cow.

I see a green tree.
We have a white horse.
My kitten is white.
Have you a red book?

See the red book.
I saw a white ship.
Have you a black cat?
Have you a pink ball?

Papa has a cane.
Baby has a kitten.
Baby has a ball.

Mamma has a book.
Mamma has a bird.
Papa has a horse.

Baby's kitten.
Mamma's violet.
See baby's cat.
This is papa's cane.

I see mamma's clock.
Papa's horse.
Mamma's chair.
See mamma's bird.

Papa's book.
Baby's doll.
This is baby's doll.
This is papa's dog.

A horse and a cow.
A book and a cup.
A tree and a bird.
Some trees and some violets.
The sun and the moon.
A cat and some kittens.

My dog is black and white.
A girl and a boy.
Baby and her kitten.
Papa and baby.
Baby and mamma.
The ball and the doll.

Some boys and some girls.

I love mamma.
Mamma loves baby.
Baby loves her kitten.

I love papa.

I love you.
Papa loves baby.
Baby loves her doll.

Put the ball on the chair.
Put the top in the box.
Put the violet by the book.
Put the cake with the ball.
Put the cane by the chair.
Put the nut in the box.
Grace has a pet cat.
Baby has a pet kitten.
Mamma has a pet bird.
Papa has a pet dog.
We have a horse.
Put the ball or the nut in the box.
Put the violet or the top with the ball.

Second Step. Separating the Sentences into Words

Place upon the blackboard in a vertical row several *I have* sentences. Let the children read them. Then erase *I have*, *I have*, *I have*, leaving *a ball*, *a top*, *a nut*. Then erase *a*, leaving the single word *ball*, *top*, *nut*. Retain these words for daily drill. Also place each one on a separate sheet of stiff paper to hold before the children, rearranging their order from day to day.

Again, place several *I have* sentences on the blackboard and erase *a ball*, *a book*, *a top*, leaving *I have*, *I have*, *I have*. It is well to retain this as it stands, *I have*, for daily review, in addition to placing the separate words *I* and *have* in the list of words.

Continue in this way until the list of sight words[1] is complete.

It is important that these words be so thoroughly learned that there can be no hesitation nor doubt, for upon the child's recognition of these words depend the ease and success of the next step,—the derivation of phonetic parts. The child will have no difficulty in retaining these phonetic parts if he knows *definitely* the words from which they are derived.

[1] See page 8.

Sight Words

am	catch	nest	or	a
and	doll	nut	violet	baby
ball	dog	on	walk	have
book	fish	pink	yellow	has
box	girl	pet	ship	I
boy	hen	rope	chair	is
bird	horse	run	white	love
big	her	read	this	mamma
by	in	ride	broom	papa
cat	ice	red	black	put
cane	jump	sun	clock	some
cake	kitten	see	Grace	the
car	little	saw	green	we
cup	moon	sit	play	with
cow	make	sing	tree	you
can	my	top		

Third Step. Separating the Words into their Phonetic Parts (consonant sounds)

1. Place on the blackboard the word *sun*. As the children watch your lips, pronounce the word *sun*, prolonging slightly and making prominent the sound *s*.

Have the children tell what sound comes first in speaking the word.

Erase *un* from the word on the blackboard, leaving only *s*, and let the children make the sound.

Place *sing* on the blackboard, proceed as with *sun*, erasing *ing* and leaving only the sound *s*.

Continue with *see*, *saw*, and *sit*, erasing *ee*, *aw*, and *it*.

2. Write the word *run*. Pronounce as the children watch, making prominent the sound *r*. Erase *un*, leaving *r*, and give *rope*, *read*, *ride*, *red*, one at a time, erasing *ope*, *ead*, *ide*, *ed*.

The danger lies in giving to these separate consonant elements sounds which they do not possess. Properly speaking, some of them have no sound until followed by another letter, usually a vowel. When given alone they should be expressed by a breath only, with lips and tongue in position.

No loud explosive sound should be permitted.

Continue the plan of teaching the consonant sounds in the following order.

c	in cat, cane, cake, car, cup, cow, can, catch	j	in jump
b	" ball, book, box, boy, bird, by, big	v	" violet
m	" moon, make, my	w	" walk
h	" hen, horse, her	y	" yellow
t	" top	sh	" ship
d	" doll, dog	ch	" chair
n	" nest, nut	wh	" white
p	" pink, pet	th	" this
f	" fish	bl	" black
g	" girl	br	" broom
l	" little	cl	" clock
k	" kitten	gr	" green
		pl	" play
		tr	" tree

Fourth Step. Separating Words into their Phonetic Parts (sound groups)

Place upon the blackboard the word *sun*. Erase *s*, leaving *un*. Tell the children what it is, and let them pronounce it. This phonetic part must remain as it is, — *un*; it must not be separated further into *u* and *n*. Repeat with *run*, separating it into *r* and *un*.

Write *cake;* erase *c*, leaving *ake*. Tell the children *ake*, and do not separate further. Repeat with *make*, separating it into *m* and *ake*.

Retain these new phonetic parts, *un* and *ake*, for daily drill.

Continue with the following sight words, erasing the initial consonants and retaining the part that remains as a phonetic part.

*s*un	*c*ane	*p*ink	*cl*ock
*c*ake	*m*oon	*p*et	*Gr*ace
*b*all	*r*ide	*d*og	*pl*ay
*b*ook	*s*ee	*c*ar	*b*ird
*b*ig	*s*aw	*b*ox	*r*ead
*c*at	*c*an	*s*ing	am
*c*up	*f*ish	*t*op	and
*c*ow	*h*er	*s*it	in
*c*atch	*b*oy	*sh*ip	or
*n*ut	*h*en	*wh*ite	ice
*n*est	*r*ope	*br*oom	on
*w*alk	*r*ed	*bl*ack	is

In addition give the words *am*, *and*, *in*, *or*, *ice*, *on*, *is*, as they stand, which gives the list of phonetic parts found on the following page.

The remaining words in the original sight-word list are not to be analyzed into phonetic parts. They must be retained and drilled upon as pure sight words.

Phonetic Parts of Sight Words[1]

b	s	pl	alk	ink	ace
c	t	tr	ane	et	ay
d	v	un	oon	og	ird
f	w	ake	ide	ar	ir
g	y	all	ee	ox	ead
h	ch	ook	aw	ing	ea
j	sh	ig	an	op	am
k	wh	at	ish	it	and
l	th	up	er	ip	in
m	br	ow	oy	ite	or
n	bl	atch	en	oom	ice
p	cl	ut	ope	ack	on
r	gr	est	ed	ock	is

Fifth Step. Recombining the Derived Phonetic Parts into New Words

Place upon the blackboard the new word *say*. Pronounce the word *say*, making plain to the child the result of the new blending or combining of the phonetic parts, without making any more of an artificial separation than is necessary to help the child over this new step.

[1] Capital letters, or rather the capital forms of the consonant sounds, may be introduced gradually as there is need for them in proper names or at beginnings of sentences.

Write *soon*, and show in like manner the recombination of the phonetic parts. Continue, taking one word at a time, with *sir*, *side*, *sand*, *sink*, *sat*, *sup*, *set*, *sack*.

Then continue with the words in the first list, beginning on this page.

The success of this exercise lies in the child's ability to promptly pronounce the separate phonetic parts. There must be absolutely no uncertainty, no guessing.

Ability to read new words containing familiar phonetic parts will come with practice.

This work must all be under the direct supervision of the teacher.

Sixth Step. Drill Words and Drill Sentences

As the child gains facility in reading new words, use these words in sentences.

Many teachers prefer to make their own drill words and sentences. For the convenience of those teachers who do not, sets of drill words and sentences are provided.

During the drill on the words in the drill lists, their meanings need not be discussed, the meanings being developed in drill sentences and Primer reading lessons.

Word Drill

sup	side	say	sir	rake	run	ring
sat	see	sand	rook	ran	rope	rip
sake	saw	sea	Roy	rut	red	race
soon	sing	Sam	rig	rest	ride	ray
sink	sit	set	row	rink	read	rock
sun	sip	sack	rat	ram	raw	room

rack	hook	lane	bun	paw	dish	wide
rice	how	latch	bead	pit	dip	wed
fall	hat	log	bee	pop	day	wee
fox	hatch	let	bed	pet	din	wing
fig	hog	lest	bit	pen	talk	walk
fat	her	link	balk	pace	took	way
far	hen	lope	bite	pay	toy	win
fan	hut	lead	bay	pack	tar	wet
fog	ham	led	boom	pin	take	sham
fish	hope	Lee	back	gun	tan	shook
fun	hide	law	band	gay	test	shake
fed	hit	lit	bin	get	tide	shut
fit	hip	lip	joy	cook	Ted	shun
fir	hop	lace	jig	call	top	shed
face	his	lay	Jane	cup	ten	shop
fay	hay	lock	jar	cow	tea	ship
fin	hack	land	jest	cat	tall	shock
mow	hand	lake	Jip	cane	tip	shack
mat	nook	book	jet	car	tock	shin
mane	now	ball	jaw	cake	tack	chat
make	net	box	jam	can	tin	chest
man	Nat	boy	Jack	catch	kite	chide
match	Nan	bird	pig	cut	kit	chop
moon	noon	big	pup	caw	vane	chalk
mink	nut	bow	pat	cock	vest	chip
met	nest	bat	pane	Don	wall	chin
may	nun	bar	pan	dig	wig	when
mock	Ned	bake	patch	Dan	wake	whirl
mice	nor	batch	Poll	doll	wish	whit
Mack	nice	but	pink	den	west	whip
hall	look	best	pun	dog	wink	white

whack	brace	kites	talking	winter
then [1]	bray	jumps	wishing	butter
that	broom	runs	batting	better
than	brand	ships	cutting	clatter
thatch	bride	boxing	cunning	clutter
think	grit	bowing	dipping	sister
thaw	grip	bumping	fanning	under
thing	Grace	balking	hitting	thunder
third	green	calling	hopping	chattering
thin	gray	cooking	matting	hammering
blink	groom	catching	popping	tallest
block	grand	dishing	pinning	pinkest
black	grin	falling	wedding	blackest
clog	tree	fishing	running	fallen
clan	trip	hatching	sitting	fatten
clink	trace	looking	caller	handed
clam	tray	latching	dipper	rested
claw	track	leading	catcher	patted
cling	trice	mocking	dinner	petted
clip	plat	pumping	supper	boyish
clay	plan	resting	fisher	pinkish
clock	plow	Sam's kite	fatter	grayish
brook	plane	Don's ball	hopper	finish
brig	place	reading	letter	finishing
brow	play	rocking	reader	hatchet
bran	ball	seeing	singer	rocket
brink	balls	sawing	hammer	pocket
bring	kite	saying	shutter	carpet

[1] The child's acquaintance with the spoken word (think, then, etc.) will enable him to give the correct sound of *th* in these different words. See note on variable sound groups, page 26.

garden	bonnet	sandman	fir tree	bowwow
gardener	Sunday	seaside	car track	tea tray
carpenter	sidewalk	chestnut	chatterbox	cracker

into[1]	we	be	so
it	me	she	no
its	he	go[2]	ho

Sentence Drill

Papa has a gun.
I can bake a cake.
Baby has a ring.
My room is little.
See the bee.
Papa is tall.
Let me bat the ball.
Have you a bat?
I have a bat and a ball.
We saw some white mice.
Baby has a toy kitten.
Jump on the hay.
We have some jam.
I like cake and jam.
Can you cook?
That man is tall.
Put the rice in the box.
We have a hatrack.
See the jar of jam.
Jip is my dog.
Jip is black and white.
Baby sat in papa's chair.
Make a bow.
Jack can run.
Poll can mock the dog.
Cut the cake and make some tea.
Make some tea for mamma.
Look at my book.
See my beads.
This is my best doll.
Run in the hall.
Get the fishhook and catch a fish.
Have you a pin?
We saw the sun set.
Roy can saw.
Put the hat on the hatrack.
Sit on the log.
Nat can catch a fish.

[1] The word *to* is a new sight word on page 24 of the Primer.

[2] The word *go* is a new sight word on page 28 of the Primer. After it is taught as a sight word it can be followed by *so*, *no*, *ho*.

Have you a rake?
Get the dish of rice.
I saw a horse balk.
Baby can hide in the hay.
See the nice dish of rice.
Sam is a tall boy.
How far can you jump?
Mamma has a lace fan.
Call the dog.
Run a race with me.
Sit on the mat.
Rock-a-by baby.
See my tin cup.
The sun sets in the west.
Can you win the race?
We can get up on the shed.
Let's play tin shop.
I have some red chalk.
See my little whip.
I have a pink hat.
This room is wide.
We saw some clams.
Get some clay and make a clay ball.
See the little brook.
Have you some blocks?
Look at the kitten's claws.
Papa can plow.
That horse is balking.
Mamma is calling you.
Ned is catching some fish.
Mamma is resting.
Grace is rocking the baby.
Baby is talking to her kitten.
Papa is reading his book.
The kitten is fatter than the big cat.
My papa is the tallest.
We have some rice for supper.
Baby has cunning hands.
Grace has a third reader.
My bird is a singer.
Baby patted papa's horse.
We rested on the hay.
Mamma is sitting in the sand.
Sam is running a race.
Sister[1] is cutting the cake.
My sister is taller than I am.
Get some butter for dinner.
Baby is fanning her kitten.
See the boys running a race.
The big cat is sitting in the sun.
Baby is playing catch fish in the brook.

[1] The child has learned the word *is* and not the sound group *is* (sharp *s*). Therefore he will, perhaps, read the new word "sister" (*z* sound), but the meaning of the word should give him the correct pronunciation. See note on variable sound groups, page 26.

Seventh Step. Teaching New Phonetic Parts (additional sound groups)

At this stage the child has become accustomed to dealing with the abstract parts of words; therefore new phonetic parts can now be introduced as they stand, as parts of words to be used later in combining into new words, without analyzing each new phonetic part from some word which must first be learned as a sight word.

When a new phonetic part is introduced its name must be told to the child, just as the name of any new sight word is told him.

Place upon the blackboard at
an
am

sound groups which the child has already learned. Place with these the new sound group *ag*, and tell the child what it is, pronouncing it as a whole, *ag*. The resemblance to the familiar *at*, *an*, *am* enables him to grasp and to remember the new *ag* without much difficulty.

To this list, at
an
am
ag

add, one at a time, the new sound groups *ap*, *ad*, *ax*, telling the child the name of each in turn.

When these are learned, add them to the stock of cards for daily drill.

In the same way place upon the blackboard

op
og
on
ox

sound groups which the child has already learned.

Add, one at a time, the new sound groups *ot*, *od*, telling the child the name of each, and continue as with the previous set, *ag*, *ad*, etc.

In this way take in
it
ip
ig

sound groups which the child has already learned, and add, one at a time, the new sound groups *im*, *ix*, *id*.

Take un
up
ut

sound groups which the child has already learned, and add, one at a time, *ug*, *um*, *ud*, *ub*.

Take et
en
ed

sound groups which the child has already learned, and add *eg*.

As these new phonetic parts are taught, add them to the list of phonetic parts for daily drill.

Follow with the word drill and sentence drill given in Part II, page 23, continuing the work as the children read the Primer.

Part II

BLACKBOARD WORK AND PRIMER

FIRST HALF YEAR

Part II

DIRECTIONS

Part I completes the preliminary blackboard work. The children are now ready to read through page 36 of the Primer.

The blackboard work in Part II consists of the development of additional sound groups, with material for word drill and sentence drill, and is a continuation of the work given in the seventh step of Part I.

This blackboard work should be given along with the reading of the Primer, as indicated in the following pages.

The first twenty-two pages of the Primer contain the original sight words only. Beginning with page 23, new words are added on every page, these words being of two classes: (1) phonetic words, and (2) new sight words.

1. *Phonetic words.* These the child should be able to read without assistance, if the blackboard drill has been systematically carried on.

2. The *new sight words* should be told to the child. They occur on the following pages.

Page 24	come	Page 28	go	Page 29	do
	here		want	30	goes
	to		like	32	over
25	O	29	Poll	34	don't
	of		pretty		does n't

Page 38	went	Page 56	what	Page 70	woman
39	they	58	old	73	there
40	too		good		gone
47	pussy	59	again	74	school
49	one		another		pony
50	hear	60	full	80	great
51	could	61	where	85	any
52	down		been	87	water
54	was	63	tied	98	caught
55	said	65	their	101	very
	our	67	tried		

NOTE. Such words as *three*, page 39, *eat*, page 50, *why*, page 62, are phonetic words containing only familiar phonetic parts, although they precede their regular phonetic lists. The child will probably easily read them as they occur in their sentences; therefore they need not be taught as sight words.

DRILL FOR PRIMER PAGES 37–43

Phonetic Parts[1]

at	et	it	ot	ut
an	en	in	on	un
ag	ed	ig	og	ug
am		im	op	um
ap		ip	ox	up
ad		id		ub
		ix		

[1] For development of this set of phonetic parts, see pages 17–18.

Word Drill

is	dim	hip	log	peg	sap	wit
if	dip	hid	lop	pit	sad	win
of	did	hot	mat	pin	set	wig
bat	dot	hog	man	pup	sit	yet
bag	Don	hop	map	pig	sin	yes
bad	dog	hod	mad	pot	sip	chat
Ben	den	hug	Mab	pop	six	chap
beg	dug	hum	met	pod	sob	chit
bed	fat	hub	men	pug	sun	chin
bit	fan	jam	mix	rat	sum	chip
bin	fed	jet	mop	ran	tan	chop
big	fit	jig	mug	rag	tag	sham
bib	fin	Jim	mud	ram	tap	shad
box	fig	Jip	Nat	rap	tax	shed
Bob	fix	jog	Nan	Rab	Tab	ship
but	fog	jug	nag	red	ten	shot
bun	fox	keg	nap	rig	Ted	shop
bud	fun	kit	net	rim	tin	shut
cat	get	kid	Ned	rip	Tim	shun
can	got	lag	nip	rid	tip	when
cap	gun	lap	not	rod	tot	whit
cot	gum	lad	nod	Rob	Tom	whip
cod	hat	let	nut	rut	top	whim
cut	ham	leg	nun	run	tug	than
cup	had	led	pat	rug	tub	then
cub	hen	lit	pan	rub	vat	them
Dan	hem	lip	pad	sat	van	thin
din	hit	lid	pet	sag	wet	this
dig	him	lot	pen	Sam	web	bran

brag
brig
brim
blot
clam
clap
club
grit
grin
grip
plat
plan
plot
plod
plum
trap
trim
trip
trot
trod
batting
batted
batter
begging
beggar
bitter

better
boxes
boxing
boxer
cabin
cotton
cutting
cutter
cunning
dinner
digging
dipper
dotted
dotting
fatter
fattest
fixing
getting
hammer
hammering
happen
happening
hemming
hitting
hopping
hopper

hugging
humming
jogging
kitten
lagging
ladder
letter
letting
litter
lumber
matter
matting
manner
member
mixing
mitten
mixes
mutton
mopping
netting
number
nodding
nutting
patter
pattering
patting
supper

patted
padded
petting
petted
pinning
picnic
popper
popping
rapping
redder
reddest
ripping
robin
runner
rubber
rubbing
satin
sadder
saddest
sitting
sipping
sister
sobbing
Sunday
summer

tapping
tender
velvet
winter
yesterday
chatting
chapter
chopping
shopping
whipping
thinner
thinnest
brimming
blotter
blotting
blotted
clapping
clapper
grinning
trimmer
trimming
tripping
trotted
trotting

Sentence Drill

Get me a pin.
I see ten boys.
Can you hop? Hop to the chair.
Did you win the race?
We have a pet hen.
Tab is my cat.
Don't get in the mud.
Baby has a rag doll.
The dog bit baby's doll.
Baby took a nap.
Here is my tin cup.
Mamma has a little tub for baby.
Catch the fish with this net.
Shut the lid of the box.
Did you ever see a fox?
My dog likes ham.
Let's dig in the sand.
Sit on the log.
My hat is wet.
Let's sit on the rug.
Rap-a-tap tap.
Do not get wet.
Here is a pretty pink bud.
Come and play in the lot.
Have you a pen?
Hug mamma, baby.
Ned has a fishing rod.
Can you fix the lid of the box?
My top can hum.
Have you a humming top?
I saw six white rats.
Max has a pug dog.
Have you a cap?
Do you like figs?
We have a fig tree.
Don't make a litter.
See the boys hopping.
Get the hammer for papa.
See the big ladder.
I saw a robin.
Mamma has a red velvet ribbon.
I have a pink satin ribbon.
I saw you yesterday.
Have you some rubbers?
Do you like summer?
Do you like winter?
Do you like summer or winter best?
Have you a baby sister?
I like to go shopping with mamma.
We had a picnic.
Baby can clap her hands.
Papa is fixing the ladder.

We have a plum tree.
Get me a blotter.
My sister can get the dinner.
My kitten ran up the ladder.
My bud is the reddest.
We saw some clams.

Develop new sound groups, as follows:

Place upon the blackboard *ack* and *atch*, which the child already knows. Add to these the remaining sound groups in column 1, *telling* the child what they are. Repeat with columns 2, 3, 4, 5. This process of development should be used whenever new sound groups are to be taught.

The attention of the child should not be called to the single vowel sound. It is enough for him to know that *at* is *at*, and *ate* is *ate*, as a whole. He must always deal with them as wholes.

Variable sound groups. When a sound group has different sounds in different words, the child must be trained to judge which one is used by the meaning of the sentence in which it occurs. Example:

The wind blew the tree down.
Will you wind up this string?

Drill for Primer Pages 44–51

Phonetic Parts

ack	atch	end	ill	uck
ash	ell	ick	iss	ung
ang	ess	ish	ock	unk
ank	est	ing	ong	uss
and	ent	ink	oss	uff

Word Drill

ashes	dock	Jess	locking	necklace
back	doll	Jill	long	Nell
backing	doff	Jock	longer	pack
bang	duck	kick	longest	packing
bank	ducking	kicking	longing	packer
band	fell	kill	luck	patch
batch	fish	kiss	Mack	patching
beckon	fill	kisses	mash	patches
bend	filling	kissing	mashing	peck
bell	fuss	lack	mashes	pecking
Bess	gush	lacking	mend	pick
bill	hack	lash	mending	picking
boss	hash	lashes	mended	pink
buck	hang	lashing	mink	pitch
bunk	hanging	lank	mill	pitching
buff	hanger	land	miller	pitches
cash	hank	landed	miss	pitcher
catch	hand	landing	misses	puff
cuff	handed	latch	missing	puffing
coffee	handling	latches	mock	rack
dash	handing	latching	mocking	racket
dashing	hatch	lend	mocker	racking
dasher	hatching	lending	moss	rash
Dash	hatches	lick	mosses	rang
dell	hill	licking	mush	rank
Dick	hiss	link	muss	rich
dish	hush	linking	mussing	ring
dishes	hung	lock	muff	ringing
differ	Jack	locker	neck	rill

rock
rocket
rocker
rocking
rush
rushing
rushes
rung
sack
sash
sashes
sang
sank
sand
satchel
send
sending
sell
selling
sick
sing
singing
sink
sinking
sill
sock
song
suck
sucking
sung
sunk

suffer
tack
tacking
tank
tend
tending
tended
tell
telling
teller
tick
ticking
tinker
tock
toss
tossing
tuck
tucking
tucker
well
wick
wicked
wish
wishing
wishes
wing
wink
winking
wind
witch
will

check
chess
chick
chicken
chill
shell
shock
thank
thatch
thick
thing
think
whack
brick
bring
bringing
brink
brushes
brushing
black
blacken
blacker
blackest
blank
blanket
blink
bliss
blush
blushes
blushing
clash

clashes
clashing
clang
clank
click
clicking
cling
clock
cluck
clung
grand
grill
plank
pluck
plucking
plush
track
trash
trick
trinket
trunk
trill
trilling
truck
trunks
less
wingless
matchless
joyless
dimness
madness

sadness
tenderness
blackness
camp
camping
camper
damp
dampness
clamp
lamp
best
bent
belt
bench
desk
felt
help
helper
helping
nest
rest
rested
resting
tent
tenting
west
went
chest
finch
gild
gilt

lift	brisk	romping	hunted	pumping
lifted	sift	softer	hunting	punch
lifting	sifter	softest	hush	rust
list	sifted	bumping	jump	tusk
mist	sifting	bump	jumping	thump
mint	silk	bunch	lump	clump
milk	tint	dust	lunch	plump
milking	whisk	duster	must	blunt
pinch	lost	hump	musk	
rift	loft	hunt	much	
risk	romp	hunter	pump	

NOTE. The word *rich* is given in this class of words, although the sound group *ich* is omitted because so few words contain it. It is needless to teach a sound group for the sake of only one or two words. So, too, *fresh* is given, *esh* omitted; and in later classes of words *noise* is given, *oise* omitted (page 47); *nurse* and *purse* given, *urse* omitted (page 45), etc.

Phonetic Parts

dr	gl	sk	sm	sw	spr	thr
fl	pr	sc	sn	scr	spl	qu
fr	sl	sp	st	str	shr	squ

Word Drill

drab	drill	flat	flit	fret	Frank	prick
drag	drop	flap	flock	fresh	glad	prink
drank	drug	flax	fling	frill	gloss	prop
drench	drum	flash	floss	frog	glimmer	proper
drip	drift	fled	flung	from	prank	primer
drink	flag	flesh	flinch	Fred	prim	prompt

slab	slot	spin	stag	stuff	strap	shrink
slam	sketch	spick	stack	stamp	string	shrill
slap	skill	spill	stand	stump	strand	thrash
slat	skiff	spot	stem	swam	stress	thrush
slack	scum	spun	stick	swell	struck	thrill
slash	scat	spent	sting	swim	sprig	quack
sled	scan	small	still	swing	spring	quick
slid	scamper	snap	stitch	switch	sprang	quit
slim	span	snatch	stop	scrap	sprout	quill
slip	sped	snip	stud	scrim	split	quilt
slit	speck	snug	stun	scrub	splash	
slick	spell	stab	stung	scratch	shrank	

Sentence Drill

Ring the bell.
The bell rings ding-dong.
Sing a song.
Baby can sing a pretty song.
I can pack mamma's trunk for her.
Baby has a little trunk for her doll.
Here is a long rope.
Do you like to swim?
Do you like to swim in the pond?
Hush-a-by, baby.
I like hash.
Dick likes to go fishing.
Here is your hatchet.
We had a mocking bird.
The bell rang.
Tuck the baby up.
Lend me your book.
Mamma has a muff.
See the pretty moss on the tree.
Here is the hammer.
Get me some tacks.
Papa can mend the ladder.
Have you a pocket?
Hang up your hat.
See the pretty shell.
I have a pink shell.
The clock goes tick-tock.
Sing a song of sixpence.

See my pretty necklace.
Can you pack a trunk?
My doll has some dishes.
Ding-dong bell,
Pussy is in the well.
I saw a bird's nest hanging in the tree.
Can you trill like a bird?
Baby has fat hands.
He handed me the ball.
See the thick rope.
That horse will kick.
Jump on the plank.
Baby will kiss mamma.
See my pet chicken.
See all the bricks.
Papa will hitch the horse.
Here is mamma's satchel.
Bring me that brick.
The bell is ringing.
Bring me the big pitcher.
Pick up the tacks.
I saw a little green frog jump into the pond.
I like mush.
See the big sack of nuts.
Baby can say, "Thank you."
Here chick, chick, chick; here is some dinner for you.
The humming bird has pretty little wings.
Did you ever go camping?
We are going camping when summer comes.
Let 's sit under this clump of trees.
Mamma has a pretty lamp.
We have a pump by our well.
How much did you pay for the milk?
I like muskmelon.
Jack and Jill
Went up the hill.
Do you like milk?
Do you like mush and milk?
I like cake and milk.
The kittens like to romp.
We have a tent to play in.
Let 's sit on this bench and finish our lunch.
Ned is milking our pet cow.
Can you lift that big brick?
Baby likes to dust. She has a little duster.
We have a big chest.
Do you like chestnuts?
Mamma has a silk dress.
I lost my belt.
Can you help mamma?
Can you help with the dusting?
Baby's hands are the softest.
This is my desk.

Get up on the loft and jump into the hay.
My kitten drank the milk.
The duck goes splish-splash.
Smell the pretty violets.
Hear the duck say "Quack, quack!"
I have a pretty quilt.
See this long string.
Here we stand, hand in hand.
See the kittens scamper off.
Don't slip on the hill.
I saw a big flock of blackbirds.
Did you prick your finger?
We slid downhill.
Here is some nice fresh milk.
The violets are nice and fresh.
I drank some milk and did not spill a drop.
Can you read in the primer?
Papa had a sled when he was a little boy.
See the big haystack.
Can you spell?
This bud has a long stem.
Let's get a drink at the spring.
Here is a ball of string for your kite.
Don't spill the ink and make a blot.
I spent a nickel for a strap.
Split the kindling for mamma.
I like to swing. We have a big swing.

Drill for Primer Pages 52–53

Word Drill

little	brittle	puddle	hobble	grumble
battle	shuttle	paddle	thimble	ruffle
bottle	whittle	candle	ramble	muffle
cattle	middle	cuddle	scramble	scuffle
cuttle	fiddle	dimple	bramble	giggle
kettle	riddle	ripple	scribble	wiggle
nettle	saddle	supple	bubble	struggle
rattle	bundle	topple	hobble	uncle
settle	muddle	dapple	mumble	ankle

buckle	tangle	tumbling	middling	struggling
pickle	trickle	grumbling	fiddling	bubbling
tickle	kindling	rattling	ruffling	rippling
tackle	handling	whittling	giggling	

Sentence Drill

I have a bottle of milk for my lunch.
Do you like pickles?
I have a silver thimble.
Hey diddle diddle
The cat and the fiddle.
Baby has a dimple in her chin.
She has some dimples in her little fat hands.
I must put a ruffle on my doll's dress.
Don't step in the mud puddle.
Can you whittle this stick?
See the big kettle.
Baby has a rattle.
This stick is brittle.
Get me a bottle of ink.
Bring in some kindling.
Papa has a saddle for his horse.
Here is a candle for you.
My Uncle Will likes little boys.
Mamma lost the buckle from her belt.
Don't tangle baby's hair.
Stand in the middle of the room.
I have three ruffles on my red dress.
We picked up a big bundle of sticks.
Ben likes to rattle his marbles.

Drill for Primer Pages 54–57

Phonetic Parts

ate	ace	ine	ice	ode	ole
ane	age	ime	ire	ope	oke
ame	ake	ide	ife	ose	use
ade	ite	ipe	ile	ore	ute

Word Drill

cane	Kate	dale	note	these	Pete	tape
base	fate	like	wife	vale	mine	pride
bake	dime	jute	rule	rode	chore	stile
huge	bake	fore	wave	muse	tune	poke
life	lone	line	mane	save	choke	rage
dame	dice	fade	sage	woke	mote	tame
came	cage	gaze	nice	mace	race	sure
face	hide	fine	page	rise	chide	quire
space	lope	lake	wage	vase	sake	price
gale	dive	haze	brave	shore	mile	trade
cove	core	file	wire	rice	tore	brute
hose	home	hale	nine	male	chose	stale
fuse	gave	pane	wane	chime	side	quite
hive	dome	mice	brace	vane	mire	prime
cure	lane	chase	while	shine	pine	trace
cave	case	tire	rude	pale	tone	stage
gate	gale	same	vote	mute	pipe	glide
bone	dose	mule	whine	shave	tile	quake
Jane	lace	rate	slice	make	pure	thrice
lame	date	wide	rove	ride	tide	clove
fire	cake	pace	white	skate	sole	prize
cape	hire	lute	pave	more	pile	thrive
hole	daze	bride	made	shake	spade	prune
late	lime	sane	those	mite	time	glaze
cute	bite	wise	rose	tube	pose	frame
five	hope	nose	name	sale	take	state
kite	dine	mate	wore	rake	broke	close
bide	fife	wake	rope	mole	stove	tripe
game	here	brine	vine	shade	pole	drape

snake	plate	plane	grace	scrape	drake	flame
glade	trice	sprite	stroke	smile	slave	spire
splice	smoke	grope	slate	strike	drive	
grope	grove	place	grate	grade	spore	

Sentence Drill

Run home with me.
I made a kite.
My dog's name is Don.
Smell the pretty rose.
I saw a pine tree.
I have nine marbles.
How much is a dime?
Stand in a line.
Let 's play a game.
Come and sit in the shade.
Let 's run to the gate.
We can go swimming in the lake.
I tore a hole in my dress.
Make a fire in the stove and cook the dinner.
Can you skate?
See the smoke. There must be a fire on the hill.
Here are some grapes. Do you like black grapes best?
Get the spade and the rake and make a garden.
See that long hose in the garden.
We can drive this nice old mule.
I can make baby smile.
Let 's make a fire in the grate. Don't let it blaze up too much.
Were you late to-day?
I had some dates for lunch.
Have you a slate?
Do you like spice cake? Mamma made a spice cake for dinner.
We rode on the stage. We rode five miles.
Did you ever ride on the stage?
See the big grove of pine trees.
We had a picnic. We ate our lunch under the pine trees.
Papa's horse has a long black mane.
We have a big grapevine. When the grapes are ripe you can have some.
Jack drove the cows home.

Run a race to the gate and back.
Drive the cattle into the lot and close the gate.
See the sunshine on the wall.
Those grapes are not ripe.
Here is a long pole.
Can you play a pretty tune?
Wake up baby. It is time to go for a ride.
We woke the baby up.
Get the pipe and let's make some bubbles.
I broke my cup.
My chickens are all tame.
We are going to the seashore next summer.
My sister is in the second grade.
Can you splice these ropes?
Go to the store and get some rice.
Baby likes to hide from papa.
Baby's name is Helen, but we call her Baby.

Drill for Primer Pages 58–61

Phonetic Parts

ay ai
ail
aid
ain

Word Drill

bay	may	clay	spray	gaining	nail	painter
day	May	sway	stray	hail	nailing	rail
fay	pay	tray	away	hailing	paid	railing
gay	paying	gray	bait	laid	pail	rain
gayest	Ray	play	fail	lain	pain	raining
hay	say	playing	failing	maid	paining	raise
haying	saying	pray	failure	mail	paint	raising
lay	way	stay	faint	main	painted	sail
laying	bray	staying	gain	mailing	painting	sailing

saint	chain	drain	stain	spraining	explain	ail
tail	braid	frail	train	maize	explaining	aid
wait	braided	snail	quail	faith	raisin	aim
waited	braiding	grain	quaint	maiden	praise	
waist	claim	plain	sprain	afraid	aiming	

Sentence Drill

See the hay.
May likes to play.
Ray can paint.
The ducks like the rain.
We went out in the rain.
Did you ever see it hail?
It rained and hailed one day.
Get me some nails.
See that stray dog.
The men are haying.
Come home with me and stay all day.
Let's go for a sail.
We went down by the bay.
We are going sailing.
Can you paint a pretty picture?
Stay with me and let's play.
I want some clay.
My sister is staying at home to play with the baby.
Rain, rain, go away.
We were afraid of the cows.
My dog ran away.
We planted some grain.
Is baby afraid of the dog?
We saw some quail.
Give the chickens some grain.
The painter is painting the fence.
Mail this letter for mamma.
Wait for me and I will go sailing with you.

Drill for Primer Pages 62–68

Phonetic Parts

	ee	ea	
eed	eet	eak	eap
een	ead	eam	eat
eep	eal	ear	each

Word Drill

bee	heaping	leap	rear	screen
feast	seam	beating	keenness	preacher
heed	feet	leaning	leaf	preach
peach	feeling	beast	three	cheated
neater	nearest	reader	lead	treat
bean	neatest	heath	speed	squeak
geese	heap	reap	teach	bleating
tease	beak	leanness	keeping	wee
seek	mean	reaches	leader	bleak
beef	seat	deer	shearing	tree
leave	meal	lean	leading	please
near	sea	reaper	street	cheating
neat	peel	keep	teacher	squeeze
team	peeling	deepest	stream	weed
fearing	meat	reaping	wheel	clean
neatness	seem	leaking	queen	week
beet	feeding	keeping	shear	steep
tea	seedless	reach	teaching	sweetest
need	least	reaching	streak	cheat
fearless	feed	deep	sheet	queer
beetle	dear	seeing	breeze	glean
heel	leaping	needle	teaches	sweeter
beach	dearest	leak	squeal	weep
fear	peep	steed	scream	cheapest
beam	hearing	leafless	sheep	glee
bead	read	reef	steam	steepest
heedless	seed	keen	beat	Greek
peaches	reading	sheath	veal	weeping
nearer	seen	teeth	preaching	greeting

steeple	cheese	sweeper	yeast	dream
cheaper	greet	cleanest	fleece	creep
cheap	sweet	weaken	sweeping	speaker
sweetness	weaker	green	year	cream
steal	sleeping	sleeve	dreamer	sneeze
weak	cheese	weave	clearness	speech
clear	greenest	freeze	sweep	speak
sleep	weakest	sleek	creak	east

Sentence Drill

See the bees.
We have a beehive. Did you ever see a queen bee?
Make some tea for mamma.
I can read in my sister's reader.
We planted some peas and some beans.
Did you ever see a beetle?
The leaves have fallen off of the tree.
We have a peach tree.
Do you like peaches?
Our peaches are not ripe yet.
We like to play on the beach.
Mamma needs me. I must help her.
See the pretty sunbeam.
String the beads and make a pretty necklace.
We have some seedless grapes. We like seedless raisins.
Let's run down the steep hill.
Hear the little lambs bleating.
My mamma is teaching me to play a pretty tune.
See the white sheep all fast asleep.
My plants will freeze in that breeze.
See the tall steeple.
My hands and face are clean.
This is my cleanest dress.
Take the weeds out of the garden. Put them in the wheelbarrow and wheel them away.
My lamb's fleece is white.
Get your broom and help mamma sweep.

I have a little carpet sweeper for my doll.
This red apple is the sweetest.
Let's go fishing in this stream.
What street do you live on?
This big stream is deeper than our creek.
That pan leaks. We must have it mended.
Can you reach the top shelf?
Peel some peaches for lunch.
We are not afraid of the geese.
Baby is feeding the chickens and the ducks and the geese.
Can you help freeze the ice cream?
Do you like ice cream?
Please help me sweep this room.
Can baby say "Please"?
Don't tease the geese.
My wagon wheel is broken.
The man will shear the sheep.
Baby smiles in her sleep. Perhaps she is dreaming.
Let's save these apple seeds and plant them.
I like to sit on the driver's seat when I ride on the stage.
Please go to the store and get some cheese.
See this queer little chicken.
We saw a pretty deer.

Drill for Primer Pages 69–73

Phonetic Parts

old olt oa ight

Word Drill

cold	hold	golden	coal	loaves
colder	holding	mold	coat	loan
coldest	told	molding	coach	load
bolt	scold	fold	coaches	moan
bolted	jolt	folded	coast	road
bold	jolted	folding	coaster	roar
boldness	gold	colt	loaf	roaring

roast	floated	fight	tighten	dry
soap	groan	fighting	flight	fly
soar	groaning	light	slight	fry
soaring	throat	lighten	fright	pry
toad	whoa	lightning	frighten	shy
toast	sigh	lighter	frightening	spy
toasted	high	lightest	frightened	sty
boat	higher	might	bright	try
cloak	highest	night	my	why
croak	nigh	right	by	spry
float	sight	tight	cry	sly

Sentence Drill

Please bolt the gate and keep it closed.

It is cold to-day.

We have a goldfish.

Papa is painting our boat.

I have a coaster. I can coast down the steepest hill.

Butter the hot toast and make some tea for mamma.

Please bring in some coal.

Clear the road. Here come the boys on their coasters.

Papa gave me a pretty gold ring.

Where are the oars for papa's boat?

We can ride on the load of hay.

By, baby, by, do not cry.

Here is the candle to light you to bed.

Try, try again.

We saw the lightning in the sky.

Swing me higher, higher, higher.

We played "I spy" last night.

Drill for Primer Page 74

wr

wrap
wring
wrung
wrench
wren
wrist
wrong
write
wrote
written
wreath
wrestle
wriggle
wrapper
wrapped
wreathes
wrecked
wrenching
wringer
wrinkle
wry

kn

knock
knocker
knocking
knack
knuckle
knee
kneel
kneeling
knelt
knit
knitting
knitted
knickerbocker
knife
knapsack
knob
knight
knead
knives

gn

gnat
gnash
gnashing
gnaw
gnawed
gnawing
gnarl
gnarled
gnome

Sentence Drill

Wrap the baby up and don't let her get cold.

I wrote a letter to papa.

We have a little wringer. We can wring the doll's clothes.

I lost my knife. Will you lend me your knife?

When I tie my dog, he will gnaw the rope and run away.

Let 's make a pretty wreath.

Have you written your lesson?
We saw a little wren's nest.
Baby has dimples in her knuckles.
See all the little gnats.
My pet squirrel likes to gnaw his nuts.
My lesson was wrong and I wrote it again.
I have a little knapsack. It is just like papa's big knapsack.
My papa has three knives.

Drill for Primer Pages 74–79

Phonetic Parts

ar

ard ark arm art arch

Word Drill

car	charming	marching	hardest	lard
starch	part	spark	market	smart
darkest	marking	tart	darkness	mark
bar	charm	Clark	start	barking
artist	sparkle	farmer	partner	star
far	march	chart	card	carpenter
barn	park	quarrel	harm	carpet
farm	part	quarreled	dark	farther
scarlet	parted	quarreling	tar	lark
dart	large	darker	hard	garden
Carl	barge	jar	scar	gardener
sharp	shark	alarm	sharpen	gardening

Sentence Drill

I like to ride in the street car.
See the bright stars. The stars shine in the dark night.
We can play in the barn.
My uncle is a farmer. He has a big farm.
Please sharpen my pencil.
Hear the dogs bark.
The carpenter mended my wagon.
How much did the man charge for your book?
Tramp, tramp, tramp, the boys are marching.
Your pencil is sharper than mine.
This nut is too hard to crack.
We had some tarts for lunch. Do you like tarts?
Come out and see the stars sparkle.
Make some starch and starch baby's clean dress.
We are going out to the park.
Sweep the carpet and make it nice and clean.
Hear the lark sing.
Can you jump farther than I can?
See this nice large apple.
My ball is the hardest.
Can you go to market for mamma?
That man is an artist. What does an artist do?
Mamma does not like it when we quarrel.

Drill for Primer Pages 80–82

Phonetic Parts

er ir ur

Word Drill

Bert	turning	surf	burned	verse
turn	curve	burn	squirm	verses
turned	birthday	burning	sir	purr

bird	birches	pert	churned	shirk
squirming	chirp	stir	hurting	church
squirmed	chirping	stirring	hurt	churches
nurse	chirped	stirred	hurling	herd
nurses	squirt	churn	burnt	girl
squirrel	thirst	curling	stern	firm
fern	thirsty	fir	third	firmest
fur	perch	curbing	first	curl
September	jerk	clerk	burst	churning
purse	jerked	Thursday	bursting	skirt
birch	jerking	Saturday	hurl	iceberg

Sentence Drill

Please turn the rope and let us jump.
Don't burn your hand on the hot stove.
My birthday will come in September.
Baby's birthday is in May.
My kitten has soft black fur.
Baby has pretty golden curls.
Sometimes mamma curls my hair.
We have a pet squirrel.
We made some big bubbles, but they all burst.
The hot sun will burn baby's face.
This church has a big steeple.
Next Saturday Bert is coming to play with us.
There was a little girl
And she had a little curl.
Don't jerk the string and make the kite come down.
The birch tree is very pretty.
We saw a herd of cattle.
I burnt my finger.
The little bird sleeps on its perch.
Hear my kitten purr.
Mamma gave me a purse.
Did you ever bathe in the surf?
Hear the little birds chirping.
Ned is churning to-day. He will make some nice butter for us.

Drill for Primer Pages 83–89

Phonetic Parts

		ou	ow		
ound	oud	out	our	ounce	owl

Word Drill

bow	pounding	shouting	scour	crown
spout	mow	plow	louder	how
coward	loud	trowel	pound	cow
mount	mouse	loudest	cloud	blouse
mountain	lounge	down	howl	bowing
ground	proud	town	spouting	brown
trout	scow	stout	hound	thousand
south	row	bound	frowning	sour
pout	sprout	pouch	brow	around
pouting	sprouting	towel	frown	about
round	shout	pounded	now	aloud
sourest	shouted	drowned	flower	

Sentence Drill

We saw a big owl in the barn.
I saw a little brown owl standing on the fence.
Can you come to my house and play with me?
Here are some pretty flowers for you.
Mamma is going down town.
Baby can say, "How do you do?"
I can help papa with the plowing.
See these nice round stones.
Lie down on the lounge and go to sleep.
We saw some pretty speckled trout in the stream.
We climbed the high mountain.
This apple is too sour to eat.

Do you like sour lemons?

Can you count to one thousand?

We planted some sunflower seeds, and they are beginning to sprout.

The painters are painting our house. It will be a brown house now.

Take the trowel and dig in the ground.

We went to the store for a pound of tea.

The man in the south
Burnt his mouth
Eating cold plum porridge.

I scoured my doll's knives and made them nice and bright.

This is the house that Jack built.

A little mouse ran across the room.

Drill for Primer Pages 90–91

Phonetic Parts

oy oi or
oin oil ork orn

Word Drill

boy	pointed	join	choice	border	north
toil	pointing	joining	for	bordering	fork
toiling	coin	toiler	stork	Morse	northern
broil	boiler	soil	corn	corner	horse
broiled	coil	soiling	born	storm	horses
broiling	spoil	moist	cord	storming	morn
joy	spoiled	boyish	thorn	cork	morning
boil	spoiling	toy	nor	Norse	scorch
boiled	hoist	oyster	short	form	torch
point	joint	loyal	scorn	former	shorter
pointer	noise	voice	scorning	horn	shortest

Sentence Drill

Point to the east.
Point to the west.
Point to the south.
Let's join hands and make a ring.
I saw an oyster in its shell.
My sister has a jointed doll.
Don't spoil your nice clean book.
We have a big closet for our toys.
My big horn makes a loud noise.
I woke up at five o'clock this morning.
We were out in the storm.
Have you a knife and fork?
Here is some corn for the horses.
Get a cork for this bottle and don't spill the ink.
Did you ever play "puss in the corner"?
Get the pitchfork and give the horse some hay.

Drill for Primer Pages 92–95

Phonetic Parts

all	alk	aw	au	ew
	awn	awl	aught	

Word Drill

paw	Maud	walking	calling	hauling
balk	paw	walker	saw	straw
stall	draw	fall	chalk	drawn
fawn	pause	falling	shawl	walk
caught	pausing	dawn	Paul	walked
lawn	malt	cawing	law	walking
hall	walk	wall	halt	small
caw	walked	call	haul	sprawl

hawk	talking	dew	stew	newer	screw
smaller	pause	few	newness	mewing	blue
smallest	cause	mew	flew	brew	flue
strawberries	because	new	stewing	drew	hue
salt	taller	pew	newest	strew	cue
talk	tallest	yew	grew	Lewis	screwing

Sentence Drill

Let 's play on the lawn.
Take this green chalk and draw a tree.
London Bridge is falling down.
My sister is taller than I, and baby is the smallest of us all.
Do you like to draw on the blackboard?
I must go in the house, because it is getting late.
This is the malt that lay in the house that Jack built.
Does your horse balk?
I saw a little fawn. What is a fawn?
Mamma has a pretty pink shawl.
Do you like strawberries?
This is my newest doll.
Have you a new hat?
Get some screws and screw the lid on the box.
My bird flew away.
Our sunflowers grew up tall.
Have you a blue dress?
Frank drew my picture.
Pick a few violets for me.

Drill for Primer Pages 96–102

Phonetic Parts

ook ood oom oon ool oot ow ou ind

Word Drill

book	hook	look	wool	hood	soot
cook	good	looking	woolen	nook	wood
cooking	goodness	hoof	foot	rook	wooden

shook	tool	smooth	crowed	growing	grind
brook	stool	droop	know	own	grinding
crook	school	scoop	known	soul	blind
crooked	cool	proof	show	course	rind
crookedness	cooler	pool	showing	four	kind
stood	foolish	gloom	flow	pour	kinder
moon	foolishness	slow	flowing	pouring	kindest
noon	room	slower	mow	court	finding
soon	broom	snow	mowing	fourth	bind
sooner	tooth	blow	row	fourteen	binding
spoon	goose	blower	rowing	find	
food	loose	blowing	grow	wind	
spool	rooster	crow	grown	mind	

Sentence Drill

Are there any fish in the brook?

I hurt my foot.

Baby has a pretty little fat foot.

Mamma made me a red hood.

Grace is cooking breakfast.

I had a little wooden horse.

We stood in a long row.

See the crooked line.

Bring in some wood for mamma.

We ran to school.

Here is a spool for the kitten to play with.

Grace has a pet rooster.

Let 's sit in this nice cool room and look at the picture book.

The dish ran off with the spoon.

My papa comes home to his lunch at noon.

I have a tool chest. It has a hammer and a saw and a plane in it.

The man in the moon
Came down too soon,
To ask his way to Norwich.
The man in the south
Burnt his mouth,
Eating cold plum porridge.

Part III

BLACKBOARD WORK

AND

SUPPLEMENTARY READING

SECOND HALF YEAR

Part III

DIRECTIONS

The blackboard work in Part III consists of the development of additional sound groups, with material for word drill and sentence drill, and is a continuation of the work given in Part II.

This blackboard work is designed for use with any reader intended for the second half year of school. The work here outlined extends the power of the child to read phonetic words. Such new sight words as the child may meet in any reader should be told him.

Phonetic Parts

adge edge idge odge udge

ence ince ounce

Word Drill

badge	lodge	thence	flouncing	singe	strange
Madge	pledge	pounce	bouncing	twinge	stranger
judge	fence	flounce	fencing	plunge	strangest
ledge	mince	bounce	pouncing	lounge	changing
wedge	since	ounces	fenced	hinges	changed
bridge	quince	quinces	bounced	fringes	ranger
dodge	hence	princes	pounced	lounges	manger
hedge	prince	pounces	hinge	change	danger
trudge	pence	bounces	fringe	range	lamb

crumb	numb	crumbs	earn	learn	heard	pearl
thumb	limb	thumbs	earning	learning	earth	search
dumb	lambs	limbs	earned	learned	Earl	searching

Sentence Drill

We ran across the bridge.

We were playing hide and go seek, and we hid down by the hedge.

Madge put some pretty fringe on her doll's dress.

Let 's give these crumbs to the birds.

My uncle has fourteen little lambs. He is going to give me one little pet lamb.

Will you learn a pretty new song for papa?

Do you like mince pie?

My brother can jump over a high fence.

Mamma made some quince jelly.

See how high my ball bounces.

Put baby on the lounge and let her take a nap.

See how tall the corn is growing.

Can you earn ten cents next Saturday?

We have a big range in our kitchen.

We heard my pet rooster crowing at four o'clock this morning.

Phonetic Parts

ny	ry	gy	zy	sy	ey
dy	py	ly	ty	cy	ie

Word Drill

rainy	hurry	city	pity	prettily	kindly
lovely	sleepy	story	dizzy	lady	nearly
kitty	ivy	very	happy	nicely	slowly
daisy	pony	Nancy	merry	silly	only
funny	downy	shaggy	fairy	frosty	early
Harry	every	candy	happily	neatly	daily

Benny	cloudy	sadly	partly	monkey	Nellie
jolly	empty	partly	dainty	donkey	pansies
penny	tiny	hardly	pantry	chimney	pennies
jelly	puppy	starry	salty	barley	stories
Billy	easy	fifty	hilly	parsley	parties
lonely	rosy	ugly	rusty	turkey	cities
quietly	sorry	swiftly	mighty	journey	puppies
brightly	Jenny	twenty	hungry	honey	monkeys
sunny	chilly	thirty	pansy	money	turkeys
carry	holly	sixty	muddy	Bessie	donkeys
queerly	dolly	seventy	surely	Jessie	chimneys
quickly	berry	plenty	closely	Charlie	
lazy	badly	softly	strangely	Hattie	

Sentence Drill

Windy, windy weather,
Frosty weather;
When the wind blows,
We all go together.

Here is some candy. Now we can have a little party.

Mamma made some strawberry jelly.

Four and twenty blackbirds
Baked in a pie.

We have twelve little downy chicks.

See how brightly the sun shines so early in the morning.

I saw a bird's nest, but it was empty. The little birds had all flown away.

My brother found a tiny little puppy.

Can you tell me a fairy story?

How many pennies have you in your bank? Have you any pennies in your pocket?

We saw a funny little monkey.

We gave him some peanuts and that made him happy.

Did you ever hear the story about the ugly duckling?

I had some pretty purple pansies.

Phonetic Parts

ful	ace	il	ble
ure	age	el	able

Word Drill

cheerful	venture	voyage	anvil	channel
cheerfulness	mixture	lovable	pencil	chapel
careful	moisture	agreeable	pupil	kernel
faithful	capture	peaceable	camel	bushel
faithfulness	picture	vegetable	panel	tassel
gleeful	village	handsome	parcel	hazel
playful	sausage	lonesome	barrel	mantel
beautiful	message	tiresome	level	weasel
hopeful	courage	winsome	laurel	quarrel
graceful	damage	palace	satchel	travel
thankful	package	terrace	tunnel	
helpful	cabbage	necklace	morsel	
pasture	passage	surface	funnel	
failure	manage	furnace	kennel	

Sentence Drill

Did you ever see a camel?

Go to the garden and get some nice fresh vegetables.

We planted a vegetable garden.

Here is a pencil for you.

The cattle are in the pasture.

Our little puppies are very playful. They try to play with the mother dog.

Can you carry this big parcel for mamma?

Baby is lonesome when we are at school.

The king and queen live in the palace.

I have a big cabbage in my vegetable garden.

See this beautiful rose. It is for mamma. Be careful and don't let it wither.

What is an anvil?

My grandma lives in a little village.

I strung some beads and made a pretty necklace for baby.

We saw the anvil in the blacksmith's shop.

See if you can carry mamma's satchel.

Phonetic Parts

tion	tious	en
sion	cious	in
ion	ous	ain

Word Drill

mansion	station	gracious	porous	frozen	urchin
action	section	million	gorgeous	oven	napkin
auction	junction	trillion	wooden	sudden	robin
auctioneer	question	onion	lighten	children	cousin
motion	portion	cushion	tighten	chicken	mountain
caution	mission	fashion	seven	quicken	captain
mention	permission	opinion	sharpen	woolen	bargain
excursion	cautious	companion	written	satin	fountain
addition	luscious	joyous	blacken	basin	certain
attention	precious	famous	sweeten	cabin	
vacation	delicious	wondrous	broken	raisin	

Sentence Drill

My big brother can count up to one million.

Have you written your lesson?

We are going to the railroad station to meet papa when he comes on the train.

Do you like raisins?

I am going to visit my cousins when vacation comes.

A robin has a nest in our garden.

Get some cushions and put them in the hammock. Then we can be comfortable.

The chickens scratched up my vegetable garden. I had planted some peas and beans and onions.

Please sharpen my pencil. I have broken the point.

That big house is called a mansion.

The children like to play out in the old log cabin.

We climbed a high mountain last summer.

Phonetic Parts

a	ble	gle
out	dle	tle
in	fle	ple

Word Drill

about	amusement	outshine	invite	title
around	alive	outline	instead	brittle
across	along	outbound	intrude	stifle
adrift	alone	outer	table	trifle
agree	aloud	invent	sable	eagle
alarm	amazement	invention	cable	double
again	abundant	invert	ladle	trouble
against	aboard	indent	cradle	feeble
aside	awake	intend	needle	people
awhile	away	insist	idle	marble
adopt	April	insisting	bridle	turtle
afraid	apricot	inside	rifle	girdle
agreement	acorn	inquire	noble	myrtle
amuse	outside	inquiring	bugle	

Sentence Drill

My dog always runs when he hears the fire alarm. He likes to race the horses to the fire. He is not afraid of the fire.

My sister's birthday comes in April.

We have an apricot tree. Do you like apricots?

We went to the woods and gathered some acorns from the big oak trees.

We saw a big eagle up on the mountain.

Here is the church and here is the steeple,
Open the door and see all the people.

Hear the bugle call.

Please find mamma's needle.

Papa has a new saddle and a new bridle for his horse.

Can you amuse the baby and keep her from crying? Baby does n't like to stay alone.

Mamma says that I can invite you to my party.

Phonetic Parts

be de re pre

Word Drill

follow	following	listen	because	belong
tallow	willow	hasten	before	beyond
narrow	minnow	glisten	below	between
elbow	borrow	fasten	becoming	beside
arrow	shallow	fastening	begin	behind
fellow	meadow	glistening	beginning	beseech
mellow	yellow	listening	began	deceit
shadow	hollow	softening	beneath	deceive
sparrow	often	become	behave	decline
pillow	soften	became	behold	declare

defeat	delightful	recess	replying	preserve
defend	depart	receive	select	prepare
delay	departure	refresh	secure	prefer
degree	deserve	refreshment	pretend	
delaying	destroy	rejoice	pretending	
delight	recall	reply	prevent	

Sentence Drill

Come and play follow the leader. You may be the leader. I will go behind you.

See how big my shadow looks.

We ate our lunch under the willow trees.

See the little brown sparrows.

Here is a pillow for papa. He is tired.

Let baby sit between us on the bench.

If you will listen, you will hear the bird sing. It is a meadow lark.

See the dewdrops glistening on the grass.

Mamma is making apricot preserves.

Does this pencil belong to you?

Baby must not destroy her toys.

I must hurry home because mamma wants me.

Baby is delighted with her new playthings.

I have a bow and some arrows. I can shoot the arrows up into the willow trees.

Phonetic Parts

com	ap	ac	at	ab
con	ad	af	an	as

Word Drill

combine	conductor	advice	Atlantic
command	appear	address	assist
commence	appearing	adventure	assistance
compel	appearance	advance	astonish
compelling	abrupt	advancement	astonishment
complete	absent	affection	angry
completed	absence	afford	animal
completing	according	attack	ankle
compelled	account	attend	annoy
commencement	accuse	attention	annoyance
complain	acquaint	attic	angle
complained	acquaintance	attract	anchor
complaining	admit	attractive	
consent	admittance	attempt	
confuse	admire	attempted	

Phonetic Parts

dis mis per pro en ex

Word Drill

dismay	discharge	procession	entice	exchange
disappoint	misstep	protect	entreat	excuse
disappointment	mistake	protection	engage	express
disappointed	mistaken	pronounce	explain	exact
discard	persist	promote	explaining	extend
display	perform	promotion	expect	
disturb	performance	prolong	expected	
distinct	perfume	provide	excite	
distinctly	proceed	enjoy	excitement	

Sentence Drill

My mamma does not want me to be absent from school unless I am sick.

We are going to see the procession.

My papa has gone across the Atlantic Ocean in a big ship.

Mamma is reading me about the adventures of Robinson Crusoe.

We like to play in the attic.

I have a red express wagon.

Will you come and play with me next Saturday? I shall be disappointed if you don't come.

My sister was promoted.

Will you exchange this book for me?

We are going to have a circus performance in our yard. We shall expect you to come.

Don't make too much noise and disturb mamma when she is resting.

Phonetic Parts

inter under ob oc op al

Word Drill

interfere	already	poison	whistling	cedar
interest	almost	collar	cent	cement
understand	also	dollar	century	center
understood	always	cedar	cell	centipede
undertake	beckon	nectar	cider	central
obtain	beckoning	poplar	cistern	certain
obstruct	lesson	mirror	ceiling	certainly
occur	reason	parlor	cinder	circle
occurred	reasoning	whistle	cease	city
oppose	reasonable	rustle	cylinder	cities
obstruction	prison	castle	circus	

Sentence Drill

I have ten cents.
Our cistern is full of water.
Can you throw this ball as high as the ceiling?
We saw the circus parade.
Stand in the center of the circle and show us a game to play.
Draw a circle on the blackboard.
Which do you like the best, the city or the country?
Did you ever see a centipede?
Can you make a clay cylinder?
See all the cells in the honeycomb.
My sister has a promotion certificate.
I saw a row of cedar trees. Did you ever see a poplar tree?
Mamma has a big mirror in her room.
How many ten-cent pieces are there in a dollar?

Phonetic Part

ph

Word Drill

Philip	sphere	glove	done	Monday
phaëton	ought	gloves	none	money
physician	bought	shovel	son	honey
pheasant	brought	shoveling	won	cover
photograph	thought	loving	ton	color
camphor	thoughtful	come	month	comfort
nephew	sought	comes	front	discover
orphan	love	coming	sponge	among
sulphur	dove	some	monkey	wonderful
cipher	doves	one	young	nothing

tongue	obey	freight	veil
wonder	whey	neigh	skein
they	eight	neighbor	reindeer
prey	weight	weigh	neighborhood

Sentence Drill

My brother's name is Philip.

We have a photograph of the baby.

I like to ride in mamma's phaëton.

I saw a pheasant. Do you know what a pheasant is?

Find me a sphere.

Get the shovel and shovel up the sand.

I bought mamma a pair of gloves for a birthday present.

What color is your new dress?

Do you like bread and honey?

The king was in the counting house

Counting out his money.

The queen was in the kitchen

Eating bread and honey.

Santa Claus drove eight tiny reindeer.

I wonder where the reindeer are now.

Word Drill

puss	piece	receiving	prove	threaten
full	brief	Ruth	prune	thread
pull	chief	truth	improve	head
push	shield	truthful	work	meant
bush	thief	ruby	word	deaf
cushion	belief	truant	worm	ask
pudding	believe	true	world	task
bullet	deceive	brunette	worse	bask
pulpit	receive	brute	worst	basket
field	believing	rule	bread	flash
yield	deceiving	rude	spread	glass

pass	grasp	quaff	calf	calm
lass	clasp	aft	half	palm
brass	fast	after	aunt	psalm
class	fasten	waft	daunt	laugh
grass	last	raft	haunt	laughing
dance	past	draft	jaunt	laughed
prance	chaff	craft	launch	laughter
glance	staff	shaft	alm	

Sentence Drill

Sing, sing, what shall I sing?

The cat ran away with the pudding bag string.

Ruth is a little girl who lives in our neighborhood.

Puss likes to sleep on mamma's nice soft cushion.

I have some rosebushes in my garden.

Your writing is improving every day.

Do you like prunes?

Please spread some jelly on my bread.

Can you thread mamma's needle for her?

Here is a nice basket of fruit for grandma.

The grass needs cutting. Can you run the lawn mower?

Mamma has a ruby in her ring. What color is a ruby?

APPENDIX

BLACKBOARD WORK

ARRANGED FOR

CYR'S PRIMER AND FIRST READER

APPENDIX

THE APPLICATION OF THE NATURAL READING METHOD TO THE CYR READERS

The method here presented is the same as that given in the preceding pages of this Manual. The arrangement differs, in part, through following the order of words found in the Cyr Primer.

For clearness and for convenience in using the method with this set of words, the detailed directions which are given in Part I of this Manual are repeated.

FIRST STEP. THE SENTENCE

Blackboard Reading

Note. The words used in these sentences arranged for preliminary blackboard work are those found in the first twenty pages of the Cyr Primer.

Call a child to the front and ask him to run across the room. Then place upon the blackboard the sentence

I can run

and read it to the child. The child may then read the sentence, as a whole, slipping the pointer across the entire sentence and not stopping at the separate words. Repeat with several children in turn.

Erase this sentence, place upon the blackboard

I can catch you

and proceed as with the former sentence.

In this way, teach in turn several "action" sentences, reviewing meanwhile all that have been presented. At first have but one sentence at a time on the blackboard until there is no longer danger of confusion.

Action sentences:

I can run.
I can catch you.
I can play.
I can sing.
I can feed my kitty.
I can fly like a bird.
I can ride a horse.

Again, place in a group several objects and ask a child to select one. As he holds it (a book, for example), place upon the blackboard the sentence,

I have a book.

Read it to the child, and let him read it. Erase this sentence, permit another child to choose an object, and continue as follows:

I have a doll.
I have a bird.
I have a nest.
I have a slate.
I have a horse.
I have a cow.
I have a kitty.

Use toy or picture bird, cow, etc.

With the same group of objects, follow with the sentences,

Take the book.
Take the doll.
Take the nest, etc.
Look for the slate.
Look for the kitty, etc.

Continue introducing short sentences, using the words in the list on page 73. At this early stage a sentence containing a *new* word must first be read to the child.

Whatever plan is used, each sentence presented should be interesting from the *child's* point of view. It is better to tell the whole story in one sentence and have it strong, as, —

My papa has a new gun,

than to dilute it and spread it through many weak sentences, as, —

See my papa.
See the gun.

I see my papa.
I see the gun.

It is papa's gun.
It is a new gun.

Nonsense jingles are always well received, and many needed words may be introduced in this way which would not lend themselves readily to good vital sentences.

Run, run, run,
Oh, see the fun!

Here we go
All in a row.

Hip, hip, hop,
Do not stop.

SECOND STEP. THE WORD

Blackboard Reading — *Continued*

Place upon the blackboard a group of sentences, which the children know how to read, as :

I have a book.
I have a cow.
I have a nest.
I have a slate.

Let the children read them.

As the children watch, erase

I have, I have, I have, I have,

leaving

a book.
a cow.
a nest.
a slate.

Have the children tell what remains. Then erase *a, a, a, a,* leaving the single word

book.
cow.
nest.
slate.

Retain these words for daily drill, rearranging their order from day to day.

Again, place upon the blackboard the same group of sentences, and as the children watch, erase *a book, a cow, a nest, a slate,* retaining

I have.
I have.
I have.
I have.

Erase *I,* retaining *have,* and add *I* and *have* to the list of words for daily drill.

Note. To economize time, the daily word drill may be a concert exercise. The danger in concert work is that a few children lead; the others follow and derive very little benefit. This difficulty may be overcome by permitting the leaders to stop reciting, as they seem to know the words, thus throwing the responsibility upon the weaker ones and giving the drill where it is most needed.

In this way, give the sentences,

I can run.
I can play.
I can sing, etc.

Erase *I can, I can, I can*, leaving

run.
play.
sing.

Continue until the list of sight words below is complete.

It is important that these words be so thoroughly learned that there can be no hesitation nor doubt, for upon the absolute certainty of the child's recognition of these words depends the ease and success of the next step.

At this stage the three lines of daily work are:

1. Drill on the separate words for rapidity and accuracy in recognizing, regardless of meaning.

2. Sentences giving a new arrangement of these words.

3. New sentences introduced as the former ones were, these sentences containing new words. They must be told the child outright — and told him again if he does not remember them. There must be no *guessing* nor *puzzling*, for as yet the child cannot be expected to have a clew to the new words.

WORDS FROM PRIMER PAGES 1–21

a	do	I	nest	see
am	feed	kitty	on	take [1]
at	for	little	oh	tree
and	fly	look	papa	the
book	go	like	pretty	to
bird	give	mamma	play	you
baby	horse	my	run	your
big	have	me	ride	yes
can	has	mouse	sing [1]	Alice
catch	is	mice	sew	John
cow	in	may	school	Willie
doll	it	milk	slate	

[1] The words *sing* and *take* occur later in the Primer, not in the first twenty pages, but they are added here for use in the next step.

THIRD STEP. PHONETIC PARTS OF WORDS

Blackboard Reading — *Continued*

1. Place upon the blackboard the word *sing*. As the children watch your lips, pronounce the word *sing*, prolonging slightly and making prominent the initial sound *s*. Have the children tell what sound comes first in speaking the word *sing*, or rather, ask them to show how they would *begin* to say the word *sing*.

Erase *ing*, leaving only *s*.

Place *see* on the blackboard, and proceed as with *sing*, — erasing *ee*, leaving only *s*.

Write the word *mice*. Pronounce, making prominent the sound *m*. Erase *ice*, leaving *m* ; continue with *may*, *mouse*, *milk*, erasing *ay*, *ouse*, *ilk*.

Continue this plan and teach the consonant sounds from the following words.

b—book
bird
big
c—can
catch
cow
d—doll
f—feed
for
g—go
h—horse
J—John
k—kitty
l—little
look
like
m—mice
may
milk
mouse
n—nest
p—papa
r—run
ride
s—sing
see
t—take
W—Willie
y—yes

The initial *v* occurs for the first time in Primer, page 68, *very*. Therefore it may be taught later. The initial *z* being so uncommon, it may be omitted at this point.

Drill on these consonants, as separate sounds should be *discontinued* as soon as the drill begins in reading lists of words in which they are constantly repeated. See Fourth Step.

2. Again, place upon the blackboard the word *sing*. Erase *s*, leaving *ing*. Tell the children what it is, and let them pronounce it. This must remain as it is, *ing*, no attention being called to the separate letters.

Continue with the following sight words, erasing the initial consonants and retaining the part that remains as a phonetic part or sound group.

sing	play	big
see	may	ride
tree	bird	feed
can	nest	cow
book	run	for
look	mice	take
slate	catch	

From these words obtain

ing	ird[1]	ide
ee	est	eed
an	un	ow
ook	ice	or
ate	atch	ake
ay	ig	

To which add *am, at, and, it, in,* from the word list.

The remaining words in the list are to be retained as pure sight words. There are not a sufficient number of words that resemble them in sound to make them useful as phonetic foundations.

[1] Retain sound group *ir*, not necessarily *ird*. Words containing *ir* plus consonant (*ird, irt, irm*, etc.) are given in a later group. See pages 44–45.

This completes the *preliminary* blackboard reading. It will take probably from six to eight weeks.

At this point the child may begin reading the Primer, while blackboard reading is still carried on.

As soon as a word has been resolved into its phonetic parts, it may be dropped from the list of sight words, the drill being given to the phonetic parts only.

FOURTH STEP. RECOMBINATION OF PHONETIC PARTS, FORMING NEW WORDS

Lines of Work

Time, about four weeks

1. Read Primer to page 21.
2. New sight words from Primer, pages 21–40.
3. Recombining phonetic parts into new words. Blackboard sentences containing these new words.

Place upon the blackboard the following new words.

sun
say
sand
sit
sake
side
seed
sat

Pronounce the words slowly and very clearly, making plain to the child the result of the new blending or combining of the familiar phonetic parts without making any more of an artificial separation than is necessary to help the child over this new step. The word is not *s-un*, nor *s . . . . . un*, it is *sun;* and to make a pause between the two parts instead of blending at once puts a stumbling-block in the way.

The success of this exercise lies in the child's ability to pronounce promptly the separate phonetic parts. There must be no uncertainty, no guessing.

Continue with

man
mate
match
mat
make

reading them as before and having the child read them several times.

Then continue with the following words. They need not all be read to the child. He should soon show ability to combine the phonetic parts and read new words for himself.

Word Drill

sun	rest	lit	hat	dig	bin	rings
say	rice	latch	hide	day	jam	rests
sand	ran	lay	hatch	date	jig	fans
sit	rake	lake	hay	Dan	pat	hands
sake	ride	land	hit	Kate	pig	cooking
side	ray	late	how	kit	patch	resting
sing	ram	Lee	hook	king	pay	singing
seed	ring	nest	ham	bat	pin	saying
see	run	now	hand	best	pan	feeding
sat	fat	nice	cat	big	wake	running
Sam	fig	need	cake	book	west	digging
man	fun	nor	can	band	wing	winning
mate	feed	Nan	catch	bee	wide	patting
match	fan	Nat	cook	bird	win	cunning
make	fit	tin	cow	bow	way	
mice	fin	take	gun	bake	wee	
mat	for	tan	gate	bay	wig	
may	look	tide	gay	bit	weed	
rat	lest	took	deed	bun	runs	

Sentence Drill[1]

Run, run, run,
Oh, see the fun !
We have a big fig tree.
Do you like figs ?
I can ride on papa's horse.
Baby likes to play in the sand.
Can you make a cake ?
I can take the baby and mamma can rest.
Can you cook ?
Bake a cake for papa.
I ran to school.
My papa has a gun.
I can play in the hay.
Baby took a ride on papa's horse.
Baby has cunning little hands.
Baby can play pat-a-cake.
A wee, wee bird,
In a wee, wee nest.
Make a bow.
The little mouse bit my cake.
See the bee.
Baby feeds the birds.
Pat papa's horse.
Nan is digging in the sand.
Do you like to dig in the sand ?
Latch the gate.
Do you like jam ?
I like cake and jam.

Words from Primer, Pages 21–40

Note. In each advanced set of words from the Primer there are some that it will not be necessary to teach as sight words, since they contain sound groups previously taught. The child should be able to read these words.

Words that do not fall under any phonetic classification — *been*, *want*, *what*, etc. — should be retained as sight words.

The words given are selected because of their usefulness in further phonetic drill.

glad	let	did	not	nut	little
thank	get	will	got	up	
Grace	Ned	think	rose		
gave	her	wish	boat		
pail		time			
		white			

[1] See page 12.

Phonetic Parts

ad	et	id	ot	ut	tle
ank	ed	ill	ose	up	
ace	er	ink	oat		
ave		ish			
ail		ime			
		ite			

Also : sh — she
wh — white
th[1] — them, that
th — thank.

Lines of Work

Time, about two weeks
- Read Primer to page 41.
- New words from Primer, pages 41–60.
- Phonetic parts of these words.
- Continue recombining, forming new words.

Word Drill

sad	sailing	rail	net	letting	but
set	saddest	railing	netting	lad	boat
sets	mad	rose	not	lace	bill
setting	met	fed	nail	link	had
sup	mill	fill	nails	led	hail
sank	mills	filling	nailing	lime	hailing
sill	mink	face	nose	lid	hid
save	mail	fish	nut	bad	her
sink	mailing	fishes	nuts	bit	hill
sinking	race	fishing	Ned	bank	hills
sail	rill	fail	let	bed	hot
sails	red	failing	lets	bite	hose

[1] See note on variable sound groups, page 26.

hut	cups	wet	thinner	shook	thinking	glide
did	cot	will	better	shake	slate	Grace
dish	kid	wave	fatter	shave	slam	grand
dishes	kill	wedding	bitter	shed	slammed	gray
dime	kite	wink	fisher	shot	slit	grin
get	jet	winking	fisherman	shut	slice	grit
getting	Jill	wish	hatchet	shutting	slide	little
gave	pet	wishing	rested	shutter	slid	battle
got	petting	supper	needed	those	slat	rattle
goat	pup	dinner	landed	than	sled	settle
goats	pave	butter	handed	thin	play	bottle
cut	pail	singer	looked	thinner	plan	nettle
cutting	pot	ladder	fanned	thinnest	plate	kettle
cave	tank	hatter	cooked	thing	plow	
coat	time	hammer	patched	thank	plank	
coats	tail	catcher	pinned	thanking	place	
cup	Ted	letter	matched	think	glad	

Sentence Drill

Let 's go for a sail in my boat.
We can sail on the lake.
My doll has a lace hat.
We have a pet goat.
Have you a bank ?
Baby has a little red tin pail.
I have a tin cup.
A nice little fish,
In a nice little dish.
Let 's go fishing. We can go in my boat.
Cut the cake and make the tea.
This pretty cup is for you.
See the pretty red rose.
I fed the little fish.
Let 's run a race.
Ted has a kite.
I am a fisherman. I can catch fish.
Mamma can cook the fish for supper.
Have you a sled ?
I have a little hatchet.
It is dinner time now.
Baby can say, "Thank you."
Jill is my gray kitty.

Baby has a little plate.
Let's cut a slice of cake for baby's plate.
I have a dime in my bank.
Can you mail the letter for mamma?
I wish that I had a hammer and some nails.

Words from Primer, Pages 41–60

cap	sleep	him	dog	must
back	dear	swim	hope	
name			gold	
saw			told	
			cold	
			good	
			soon	
			out	
			found	
			south	

Phonetic Parts

ap	eep	im	og	ust
ack	ear		ope	
ame			old	
aw			ood	
			oon	
			[1]ou out	
			ound	
			outh	

Lines of Work

Time, about two weeks
- Read Primer to page 61.
- New words from Primer, pages 61–80.
- Phonetic parts of these words.
- Continue recombining.

[1] See page 82.

Word Drill

moon	found	cold	hope	shearing
must	folded	colder	hold	shuttle
mold	folding	coldest	holding	thaw
mouth	fold	came	Jim	whack
molding	nap	dear	just	slack
molded	name	deep	jaw	sleep
mound	noon	deeper	Jack	slim
map	near	deepest	jacket	slope
Mack	tap	dim	keep	swing
rap	tapping	dog	keeping	swinging
rust	tapped	dust	lap	sweep
rusted	tack	dusted	log	swim
rack	tacked	duster	lame	swimming
racked	tacking	dusting	law	free
racket	tame	dame	peep	Fred
raw	tear	dearest	peeping	frame
rope	told	deep	peeped	frog
round	timid	game	pack	flat
sap	back	gold	packed	flatter
sack	backing	gust	packing	flake
sawing	backed	good	pound	flit
soon	bold	him	paw	float
sold	bolder	hog	wood	floating
same	boldest	hack	weep	flap
fog	bound	hear	year	flame
fear	cap	hearing	sheep	

Note. Words containing *ou* + consonant (*out, our, ound,* etc.) and *ow* + consonant are given on page 46. For *ook*, *ood*, and *oon* words see page 49.

These words may all be read, omitting, at this point, words ending in suffixes *ness*, *ain*, *el*.

Sentence Drill

I saw the moon.
My kitty is tame.
Have you a rope?
I sold my old sled. Now I can have a red sled.
I saw papa shearing the sheep.
Baby likes to dust for mamma.
She has a little duster.
I can sweep.
I have a little gray squirrel. It is tame now.
I can sing, "Sleep, baby, sleep."
We can have a picnic in the woods. We can make a swing. I have a rope.
Can you swim in the lake?
Can you swim where it is deep?
It is cold to-day. Where is my coat?
Baby has a little gold ring.
See the pretty white boat floating on the lake.
Papa is sawing the wood. I like to saw.
Baby had a nap.
My dog's name is Jack.
My kitty's name is Jill.
Where is my cap?
Let's play a game. Let's play seesaw.
My hammer can go "rap-a-tap-tap."

Words from Primer, Pages 61–80

made	hen	pick	corn	duck
barn	when	sick		
farm	eat	find		
all	tea			

Phonetic Parts

ade	en	ick	orn	uck
ar: arn, arm	eat	ind[1]		
all	ea			

From *very*, initial consonant *v*.

[1] See note on variable sound groups, page 26.

Lines of Work

Time, about two weeks
- Read Primer to page 81.
- New words from Primer, pages 81–102.
- Phonetic parts of these words.
- Continue recombining.

Word Drill

made	sick	beat	hen	shade
men	sea	ball	hind	then
morn	sickest	call	heat	thick
morning	seat	caller	kick	when
meat	suck	calling	kinder	pluck
mind	ten	called	kindest	grade
fade	tick	corn	pen	grind
farm	ticket	den	pick	drake
fall	tall	Dick	picking	drank
falls	tea	duck	wall	drill
falling	luck	ducks	wick	drink
find	Ben	horn	wicked	draw
finding	barn	harm	wade	vest
rind	born	hall	wind	golden

Also, select words containing

ee + consonant, *ee* + c., pages 38–39,
or + c., page 47,
ar and *ar* + c., page 43,

omitting words ending in *less* and *ness*.

Sentence Drill

I see ten men.
Dick has a pet goat.
I fed the little ducks.
We made a big sand hill.
Let 's help mamma. We can set the table. Get the cups and saucers. Where are the plates?
Mamma is calling me.

Let 's play ball. I have a bat and a ball.

Do you like to wade in the bay?

My doll ate her cake and drank her tea. Now we can wash the dishes.

How tall is the baby? I am taller than baby.

I have some hens and some ducks.

My hens like corn.

My ducks like corn, too. I fed them all.

Baby likes to say, "Good morning" to papa. She can say, "How do you do?"

I saw some cunning little ducks.

My grandpa is a farmer.

Draw a bucket of water.

The sun is very hot to-day.

Let 's play in the shade of this big tree.

Words from Primer, Pages 81–102

dress	nine	nod	hurt
	night	rock	
		long	
		room	
		snow	
		show	

Phonetic Parts

ess	ine	od	urt
	ight	ock	
		ong	
		[1] oom	
		ow (ō)	

From *cheese, ch.*

Lines of Work

Time, about two weeks

- Read Primer to page 102.
- Complete sound groups.
- Continue recombining.

[1] See page 49.

Word Drill

song	mow	locket	pod	sting
sight	fine	longest	pocket	still
right	fight	Bess	goodness	stack
rod	fur	bow	chat	stall
rocking	night	tight	chest	stick
rocket	nodding	tar	chin	snail
rocker	lesson	car	chill	snap
rocked	line	cod	chime	seedless
mine	light	dine	chick	sadness
might	lighter	dock	chicken	gladness
mock	locked	gong	clock	
mocking	locking	Jess	stand	
mocked	longer	pine	stay	

Also, select words containing

er + c., *ir* + c., *ur* + c., page 44.
ow (*ō*), page 49.
oa + c., page 40.
ai + c., page 36.

Sentence Drill

We have some little chickens.
See the girls all standing in a row.
I saw a mocking bird. It mocked our cat.
My grandpa has some beehives. The bees do not sting me.
We are going up to the pine trees on that steep hill.
We have five little white mice. We feed them cheese.
Sing a song for baby. Sing "Rock-a-by, baby."
Baby can sing a song for papa.
This stick will make a good fishing rod.
My kitten has pretty white fur.
I know my lesson.
Will you dine with me to-day?
I saw a snail this morning.
Star light, star bright,
First star I've seen to-night.
I wish I may, I wish I might
Have this wish I wish to-night.

Sound Groups

In the following list are the sound groups obtained from the Primer. Those in italics are not found in the Primer, but are added here because of their importance.

an
at
ap
ad
am
ag
ack
and
ang
ank
ash
atch
ate
ake
ace
age
ame
ade
ave
ay
ai + c.
ar + c.
ar
all
aw
aw + c.
au + c.

et
ed
en
ess
ell
est
ee
ee + c.
ea + c.
er
er + c.
ir + c.
ur + c.
ew

ig
it
in
id
im
ip
ick
ill
ing
ink
ish
ice
ide
ime
ite
ine
ile
ight
ind

ot
og
od
op
ock
ong
ope
ose
ole
oke
ore
ook
ood
oom
oon
ow
ow + c.
ou + c.
oa + c.
old
or + c.
oy
oi + c.
ow (ō)

un
ut
um
ug
ust
uck

Word Drill

The following sound groups are not found in Primer.

bag	hum	sage	choke	quail
bell	hug	sell	ship	queer
bug	hole	sip	shell	quick
cash	lash	tag	shop	queen
cage	mug	tell	shore	stripe
core	mole	tip	whip	stroke
Dash	Nell	tug	while	string
dip	page	wag	clash	spring
dipper	pug	woke	clip	sprang
dug	pole	wore	flag	spray
fell	rag	well	skip	splash
hang	rug	chip	smell	split
hash	sang	chop	smile	

FIRST HALF YEAR

Outline for Term

Time, six to eight weeks
- Blackboard reading: sentence, word, phonetic parts.
- Words from Primer, pages 1–20.
- Phonetic parts of these words.

Time, about four weeks
- Read Primer to page 21.
- New words from Primer, pages 21–40.
- Phonetic parts of words.
- Recombining to form new words.

Time, about two weeks
- Read Primer to page 41.
- New words from Primer, pages 41–60.
- Phonetic parts of words.
- Continue blending or recombining.

Time, about two weeks	Read Primer to page 61. New words from Primer, pages 61–80. Phonetic parts of words. Continue recombining.
Time, about two weeks	Read Primer to page 81. New words from Primer, pages 81–102. Phonetic parts of words. Continue recombining.
Time, about two weeks	Read Primer to page 102. Complete phonetic lists.

NOTE. Time will be longer in schools where the teacher has many grades, but older pupils may be trained to do part of the drill work, thus shortening the time otherwise required.

SECOND HALF YEAR

LINES OF WORK

Read Cyr's First Reader.

Review sound groups given during first half year.

New words containing new sound groups, also prefixes and suffixes.

The phonetic drill given during the first half year will have been a preparation for reading Cyr's First Reader. More than half of the *new* words in the First Reader contain sound groups and consonant sounds previously drilled upon. The child should be able to read these words without further help.

The word drill is continued during the second half year, retaining for constant review the sound groups previously developed. By the same method obtain material for advanced phonetic drill, — new sound groups and analogous words. These should grow out of, or be closely allied to, the new words that occur in the First Reader.

For example, in the first twenty pages are found the words *bubble, meadow, yellow, donkey, honey, across, tiny, fence.* These may serve as bases for the following new word drills.

bubble	meadow	donkey	across	fence	tiny
ramble	yellow	monkey	around	hence	funny
scramble	shadow	honey	along	since	sunny
thimble	follow	money	about	mince	penny
mumble	willow	turkey	agree	bounce	downy

Complete word and sentence drill lists for this advanced work are given in Part III. From among these select first those that most closely follow the First Reader words. These are :

1. Words ending in *ble, tle, dle, cle, gle, fle, ple,* pages 32–33.
2. Words like *know, knew,* page 42.
3. Words ending in *ny, py, ly, ty, ey, ie,* pages 54–55.
4. Words ending in *ow,* page 59.
5. Words having prefix *a,* page 58.
6. Words having prefix *be,* pages 59–60.
7. Follow with page 53, and the remaining pages to the end.

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